DOCUMENT RESUME

ED 058 180 TE 000 565

AUTHOR	Suloway, Irwin J., Ed.; Shugrue, Michael, Ed.
TITLE	Promising Practices in the Teaching of English--1963: A Report on Selected New Developments in the Teaching of English.
INSTITUTION	National Council of Teachers of English, Urbana, Ill.
PUB DATE	63
NOTE	20p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Development; Curriculum Evaluation; Curriculum Research; Elementary Schools; *English Instruction; Federal Programs; *Inservice Teacher Education; Publications; Research Projects; Research Reviews (Publications); Secondary Schools; *Teacher Education; Teaching Methods
IDENTIFIERS	*Project English

ABSTRACT

Over 150 teachers and administrators contributed practices and ideas to this first report of the National Council of Teachers of English Committee on Promising Practices in the Teaching of English. From these the committee identifies three national trends: (1) a growing sense of responsibility by the federal government to encourage and implement research in the teaching of English, (2) a reexamination of English curricula by large and small school systems, colleges, and universities, and (3) a new willingness of colleges of education, liberal arts colleges, elementary and secondary schools, and professional organizations to share information and collaborate on research projects. The report then briefly describes new ideas and promising practices in these five areas of concern for the teaching of English; (1) curriculum development activities, including federal programs, (2) methods and approaches to teaching, (3) patterns for educating teachers of English, (4) inservice education programs for teachers, and (5) new publications on the teaching of English. (DL)

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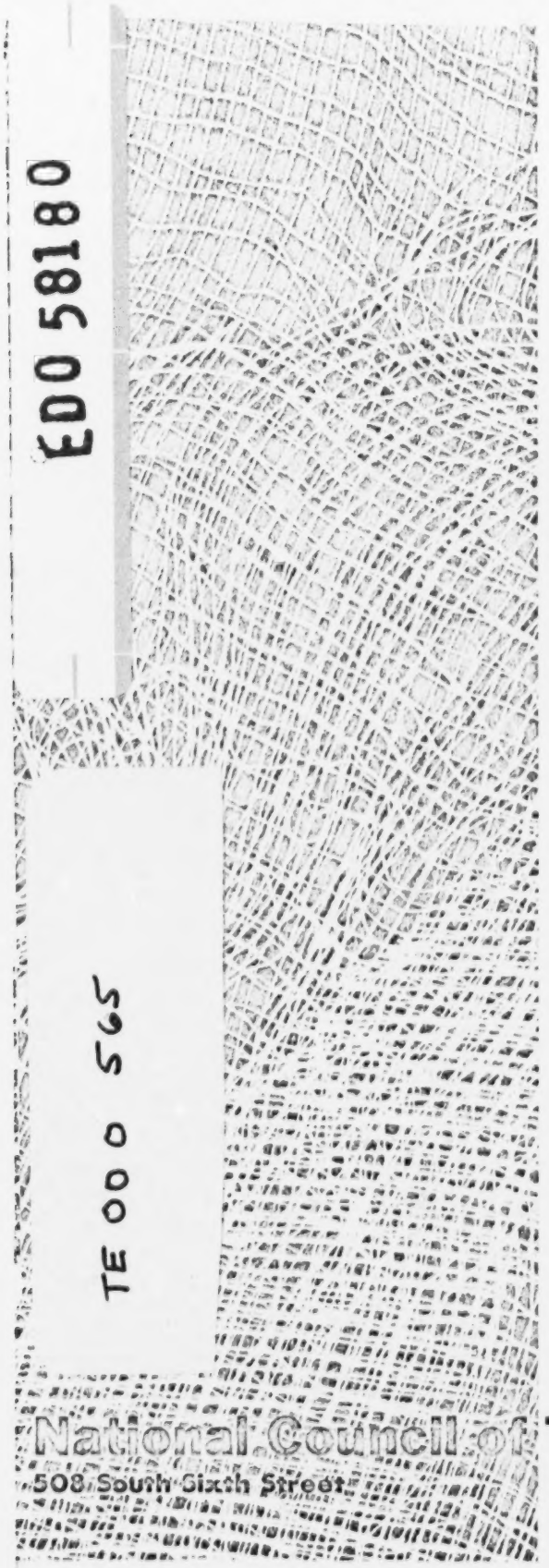

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PROMISING PRACTICES

in the Teaching of English

A REPORT ON SELECTED NEW DEVELOPMENTS IN THE TEACHING OF ENGLISH

prepared by a Committee of the National Council of Teachers of English

Irwin J. Suloway, Chairman

Michael Shugrue, Associate Chairman

National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois

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PROMISING PRACTICES
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TEACHING OF ENGLISH - - 1963

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National Council of Teachers of English

Irwin J. Suloway, Chicago Teachers College, Chairman

Michael Shugrue, University of Illinois, Associate Chairman

Mary C. Austin, Western Reserve University
Richard Bossone, University of California, Riverside
Sue Brett, United States Office of Education
Mildred A. Dawson, Sacramento State College
William Ekstrom, University of Louisville
John Erickson, Wayne State University
J. N. Hook, University of Illinois
Philip Sinnott, University of California, Berkeley
Sheila Sullivan, State University College at Buffalo
John Terrey, Bellevue, Washington
William S. Ward, University of Kentucky
Bernice Wolfson, University of Wisconsin-Milwaukee

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
508 South Sixth Street, Champaign, Illinois

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NCTE COMMITTEE ON PUBLICATIONS

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Jarvis E. Bush, Wisconsin State College, Oshkosh
Autrey Nell Wiley, Texas Woman's University
Miriam E. Wilt, Temple University
Enid M. Olson, NCTE Director of Publications

with the assistance of

Patricia Klassen, NCTE Curriculum Materials Associate

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National Council of Teachers of English

PROMISING PRACTICES IN THE TEACHING OF ENGLISH

INTRODUCTION

In the spring of 1963 the Executive Committee of the National Council of Teachers of English appointed a committee to investigate and to report to the profession-at-large on promising practices in the teaching of English. Fourteen members of that committee attempted in the succeeding few months to gather promising practices in five closely related areas:

1. Curriculum Development Activities, including Federal Programs
2. Methods and Approaches to Teaching
3. Patterns for Educating Teachers of English
4. Inservice Education Programs for Teachers
5. New Publications on the Teaching of English

This first report cannot hope to include all of the developments taking place in the field of English in the United States today; it can only indicate typical projects, some in bare outline, some in greater detail, and suggest nationwide trends, such as a growing emphasis on the improved teaching of composition. The report hopes not only to inform the profession of new and interesting developments, but also to stimulate a growing interest in the teaching of English and to attract contributions for subsequent reports.

Collecting materials for this report, the committee became aware of three strongly apparent, broad trends across the country today. First, a growing sense of responsibility exists on the part of the federal government to implement research in the teaching of English. The research supported, for example, under Project English of the Cooperative Research Branch of the United States Office of Education indicates an awareness of the importance of research and the dissemination of research results throughout the profession. The problems of special groups like the culturally deprived as well as basic approaches to curriculum in kindergarten through grade twelve are being financed through ten curriculum centers and forty research projects. The profession can look for new ideas as the results of these research efforts are published during the next few years. The promising beginnings of Project English lead the committee to hope that the government will significantly expand its support of basic research and curriculum development in the field of English.

Not only the large school systems of our nation--New York, Chicago, Los Angeles, and Detroit, for example--but also hundreds of smaller school systems and colleges and universities across the country are taking a fresh look at the teaching of English in elementary and secondary schools. The development of new curriculum patterns, the use of teaching machines, and the improved use of television in the classroom are typical projects that challenge teachers and supervisors throughout America. The universities are particularly interested in the role of linguistics in the classroom from the elementary grades on up. The elementary teacher in a good school system today needs to add knowledge of a fourth R--research--to the traditional skills of teaching "reading, writing, and 'rithmetic." He, like his counterpart in the secondary school, is called upon to take part in team teaching projects, workshops, and seminars, and to allow experts to demonstrate new teaching methods in his classroom. The growing number of school publications forces new demands on him to keep up with his profession. The committee approves heartily of the growing sense of investigation and the increasing professional competency that mark more and more school systems.

A third trend is the new willingness on the part of colleges of education and the liberal arts colleges, elementary and secondary schools, and separate professional associations to share information and to collaborate on research studies. State and private colleges are working together on common problems all over the United States. Teachers in public schools, private schools, and parochial schools are joining hands to develop and promote more effective curriculums and improved teaching techniques. State and regional organizations designed to increase the flow of information among all teachers of English are budding and flourishing throughout the country. The committee applauds the growing sense of community among teachers at the local, state, regional, and national levels.

The National Interest and the Teaching of English helped awaken an important segment of the English teaching profession at all levels to its responsibility to work together, to experiment, and to improve the teaching of language, literature, and composition throughout the United States.

The committee is grateful to the more than one hundred fifty teachers and administrators who contributed ideas and practices for this first report. Contributions flowed in from isolated small towns in rural Nebraska and Illinois, as well as from some of the nation's largest school systems. The initial interest and enthusiasm of these first contributors raises the committee's hopes that many others will become aware of the work of the committee and will want to share ideas and practices with the profession through Promising Practices in the Teaching of English. Contributions and inquiries may be addressed to Michael Shugrue, 100 English Building, University of Illinois, Urbana, Illinois, or to any other member of the committee.

Irwin J. Suloway, Chairman

Michael Shugrue, Associate Chairman

I. DIRECTIONS IN CURRICULUM AND TEACHING METHODS

The committee regrets that it cannot describe all of the promising teaching practices which were submitted by teachers and supervisors. The value of many of them lies in the careful detail and in the use of charts or multiple examples which cannot be effectively condensed for this report. The committee is also aware that what seems new to a teacher in Nebraska or New York may not be so to a teacher in Kentucky or Connecticut. We report the following practices, then, as representative samplings of teaching ideas that, whether new or familiar to some, are effective aids to better teaching.

The use of television for the classroom has been refined considerably in the few years that school systems have taken advantage of the opportunity it offers to bring first-rate specialists before large numbers of students. Two programs in the Cincinnati Public Schools deserve mention. A series of twenty-two television lessons in language has effectively reached as many as 3,000 fourth and fifth graders at one time. Classes, which view the twenty-five minute programs at the rate of five lessons each four weeks, are exposed to instruction in the nature of the English language, creative writing, improved reading, and research skills. An excellent study guide is available for classroom teachers. The Cincinnati system has also used a television series entitled "English for You" with able eighth graders for three years. The series, now on video tape, will be presented this fall in selected tenth grade classes composed of less able pupils who have not viewed the series earlier.

In addition to supporting the work of a continuing Linguistics Study Group, the School District of Philadelphia has been offering a television course in linguistics for seventh graders over the local educational television station. Teaching the course is Mrs. Marion Steet, previously on the staff at Bok Technical High School, now on special assignment at the Philadelphia Curriculum Office.

Detroit, too, has developed a Television Teaching Project in the area of American literature. Large groups of from sixty to one hundred twenty students meet three days each week to view half-hour television lessons. On Fridays and Mondays the large classes are divided into smaller groups for individual or small group conferences and for the motivation and discussion of the composition phase of the instruction. Viewing teachers, the producer, the on-camera teacher, and curriculum supervisors meet each month to evaluate the television lessons and to discuss classroom procedures which will make the series more effective.

A familiar communications medium has been put to unfamiliar use in Colorado. An experiment last April demonstrated that five schools located in widely separated and isolated sections of western Colorado could be connected to a cultural point by conference telephone facilities which permit simultaneous instruction in all locations. Thomas Beattie of the Telluride Public Schools, Telluride, Colorado, reports that high schools in Rangely, Meeker, Colbran, Silverton, and Telluride were connected by phone to Gunnison, Colorado, as an experiment under the Rocky Mountain Area Project for Small High Schools. Participants discovered that a thirty-minute presentation by a professor from Gunnison was best followed by a thirty-minute question period on the previous day's lecture. Students were encouraged to question the speaker, who made immediate replies. Poetry, the schools learned, is particularly difficult to teach by telephone. The results of the program showed that the telephone has many possibilities for true two-way communication. Readers interested in the experiments in Colorado might well read "Rural Renaissance--Revitalizing Small High Schools," Bulletin No. OE36003, State of Colorado Department of Education. Frank Anderson, Director of the Colorado Western States Small Schools Project, State of Colorado Department of Education, can supply further information on other research projects underway to improve instruction in the small and isolated high school.

The New York Public Schools and the Fund for the Advancement of Education have worked since 1953 to study ways and means of helping Puerto Rican pupils learn a new language and become better adjusted to new cultural patterns. Not only have special curriculum materials been designed, but special teachers who devote their entire effort and time to aiding the non-English speaking pupil have been assigned to individual schools. Approximately one hundred twenty-five of these Non-English Coordinators have been assigned to individual elementary schools to help train teachers in the methodology of second language instruction. Another thirty-five or more have been assigned to junior high schools. In addition, more than one hundred Spanish-speaking teachers have been assigned to individual schools to act as liaison between the home and the school. They help to interpret the school to the child, the parent, and the community. Human relations workshops, district committees, and other devices have been used to enhance this program. Further information can be obtained from Celia Belfrom, Bureau of Curriculum Research, New York Public Schools.

Olive Ewan of the Cincinnati Public Schools reports a cooperative venture of the Center for School Experimentation of the College of Education at The Ohio State University and several elementary schools in Akron, Cincinnati, and Dayton, designed to aid the culturally disadvantaged child. For two years teachers have sought to identify the language problems of their pupils and to identify classroom practices which hold the greatest promise of overcoming those problems. Findings to date emphasize the importance of the oral aspect of language growth.

Increasing the amount and quality of student reading has been of vital concern to the Detroit Public Schools. In addition to an excellent reading clinic which helps the poor reader improve his performance by giving him the special counseling he needs, Detroit has established what is called the Detroit Experimental English Program. Under DEEP 4,500 bright students are being given the opportunity to read quickly a wide range of books with ample chance to discuss and consider what they read. The typical DEEP class of forty pupils divides itself into groups of twenty, each group meeting the teacher on two days of the week. Each section spends two other days in a room designed for independent reading. Programmed instruction and teacher conferences occupy the fifth school day.

At the Grosse Pointe University School, Grosse Pointe, Michigan, Donald Roberts has been instrumental in establishing a directed reading program for capable eleventh and twelfth grade students. Well-prepared students, identified in the course of the regular departmental program of lectures, conferences, and discussions, are given--three or four times during the school year--a period of two or three weeks in which to undertake individualized reading programs. Students less well prepared meet in special remedial groups during these periods. The students involved in the reading program have a remarkable degree of freedom during the reading periods.

One can hardly overestimate the impact that paperback books have had on schools over the country. They have been of particular value to the secondary teacher hampered by a small high school library and inadequate library funds. Many schools are finding that selling books brings revenue into student activity funds, general school funds, and library funds. Book fairs have become increasingly popular in schools large and small. In Cincinnati a mobile book trailer brings new books to secondary schools. The bookmobile, owned by a local vendor, visits schools periodically, staying at each school for several days to allow students ample time to browse and buy as they wish. Each school supplies personnel for the bookmobile in return for a percentage of the sales. Mary Louise Schroth, supervisor of English, Cincinnati Public Schools, can supply more information about the bookmobile.

Under the direction of Principal Ruth Chadwick, the Hamilton School in Newton, Massachusetts, has embarked on a nongraded primary unit covering grades one through three. Students move from their primary rooms to their appropriate reading group which, of course, disregards grade lines. The reading groups, which are completely flexible, allow the children to move up or down as need arises. These elementary students are later regrouped for mathematics. Regular school sessions are held only three days a week; the other two days are reserved for individual help for students, for inservice workshops, for parent conferences, and for other professional activities for the teachers at Hamilton. The program will eventually be expanded to include the entire elementary program. Similar programs have been introduced in several elementary schools in Chicago and in Urbana, Illinois.

Beginning in Wakefield Senior High School and then spreading to two other high schools in Arlington County, Virginia, an English-Art-Music seminar has awakened the interest of seniors. Essentially a humanities course, it represents the team efforts of three faculty members, one teaching the academic core of the course, literature and composition; the others teaching in the enrichment areas of art and music. At least Friday of each week is left free for seminar meetings in which students discuss the basic questions and values broached during the week.

Extending the high school curriculum to include a course in world literature or the humanities is a noticeable trend in high schools across the country. In the Mount Lebanon High School, Pittsburgh, Pennsylvania, both a world literature course under Michael Accetta and a humanities course which Elizabeth Evans supervises are open to seniors. The humanities course includes as guest lecturers teachers from English, music, history, art, and classical languages, and members of the community who have particular skills in the arts.

These courses are not always designed for the able or college-bound student. Newton, Massachusetts, has designed a special program in English for the terminal student. In grade ten the emphasis of the program is on language; students begin to look at language in the light of current linguistic studies, examining it directly and studying it inductively. In grade eleven students concentrate on reading; a special reading clinic provides assistance for students who need it. The senior course is a humanities course designed to broaden the student's approach to literature by awakening his interest in the arts and by encouraging him to view literature in relation to history and geography. The course is further designed to make the terminal student aware of the cultural facilities available to him after his formal education has been completed.

Interest in improving the teaching of writing is motivating teachers and curriculum supervisors across the country to begin research to help students learn to write more clearly, more accurately, and with surer skill and power. One project underway is that which Edward Gordon is directing at Yale University with assistance from the Carnegie Corporation of America. The Yale Writing Project has the goal of improving the teaching of writing in the junior high school by defining writing in operational terms and putting the operations into exercises in thinking and writing. The exercises are presented to the student in a printed, programmed form, and he is asked to make a reasoned response to each exercise. After each thought process or technique of writing is established, the student is given writing assignments in which he is expected to apply what he has learned in communicating an idea to a reader. The book for seventh grade has been completed; grades eight and nine will be the subjects of intensive work this fall.

The supervisor of English of the James A. Garfield School in Garrettsville, Ohio, Prudence Dyer, has prepared a programmed text of some 3,000 frames for a programmed instruction manual correlating the study of grammar and the prin-

ciples of rhetoric with skills in written composition. The programmed text, which has been tested twice, is designed for tenth graders.

Another approach to teaching composition has been taken by John Ogden, now at Governor Dummer Academy, South Byfield, Massachusetts, but formerly at Worcester Academy, Worcester, Massachusetts. Ogden's practice grew out of remarks by Hart Leavitt in an article entitled "To Write, Or Not To Write: And How?" in the Reports and Speeches of the Sixth Yale Conference on the Teaching of English. Leavitt writes, "I urge the writing of short fiction as the most effective and most interesting discipline for sharpening students' minds and observations. By short fiction I mean the story which the professionals call the 'short-short' for it is distinctly within the capabilities of young writers." Ogden had students work on short fiction at Worcester Academy and summarizes his impressions: "The writing of fiction in a secondary school curriculum has a value in itself in establishing perception, accuracy, and force of expression. The writing of fiction has transfer value to the writing of nonfiction. The writing of stories and essays illuminates reading." Under this method, young writers are taught to rework their stories rather than to begin new ones. Ogden reports that his students were not only writing fiction of considerable merit but also that they were reading perceptively and writing about that reading with more critical insight.

Laurie Erskine of Solebury School, New Hope, Pennsylvania, has discovered that the number of errors each student of composition commits in writing is comparatively small and consists of a limited store of errors common to all writers and a private store of errors. He has arranged these principal errors under ten headings, such as problems of construction, syntax, and different aspects of grammar. In his teaching he requires students to discover their own errors and learn to correct them. A workshop method guarantees each student the necessary attention he deserves as he tries to unravel his writing problems.

One exercise in writing for freshmen in college has been quite successful for Sister Mary Edwards, R.S.M., of Mercy College, Detroit. With assistance, her class in the humanities developed an original group poem called "Winter." The group effort demonstrated once again that students can be engaged actively in creative expression.

Complaining that most college freshman composition courses never force a student to tax his abilities in writing and thinking as they will be taxed in answering essay questions in later courses, Basil Busacca of Occidental College has devised a freshman composition course in which successive theme topics become more demanding for the student, either in level of complexity or in novelty of the problem.

Teaching elementary students to read and write has long been of great concern for teachers. Dozens of elementary teachers submitted approaches which they found to be promising. The committee lists several of them for the information of readers. In each, the practice has been successfully tried in an elementary classroom situation.

Geraldine Strader of the Parker Elementary School in Houston, Texas, has found that her students respond eagerly to lessons on Mother Goose. In her classes, students study the original Mother Goose rhymes and then demonstrate their own sense of rhythm, humor, and wit by writing original poems in the same style or manner of Mother Goose rhymes.

Dorothy Waterman of the Taylor School in Cleveland finds that children like to see their own written work projected by means of an opaque projector. The projector is an effective means of teaching reading to a group when the reading

spread of the class is not wide. The children have the thrill of reading from the screen. In addition, the projected material is large and easy to see. The children are also freed from the mechanics of turning pages and holding books.

Ruth Whidden of the Lovett School in Houston had children write original endings to stories they had read and write letters to the authors of books they had read. She found that the themes her class wrote showed improvement in creativity.

Another way to get children writing is to use a "Story Grab Bag" as Regina Fox Dodge has done in the Coull Elementary School in Denver. The bag contains pictures from magazines which will stimulate creative writing. Each child reaches into the bag and pulls out a picture. The pupils then write a story. An opaque projector is used to keep the children interested in the themes that are discussed.

Curriculum supervisors in Milwaukee have suggested several approaches to the teaching of creative writing to elementary students. After viewing silent films, students can develop their vocabularies and writing techniques by writing individual stories continuing the events of the film, by retelling the story of the film in their own words, or by writing essays about the film. The use of plot words (three words that the children are to weave into a story), the use of sense experiences, the use of radio and television, and the use of puppet plays also help develop quality creative writing.

Luella Ahrens of the Rio Linda Public Schools in Rio Linda, California, reports that sixth graders have developed oral skills by dramatizing stories for kindergarten or other primary grades. The sixth grade students select from the school library books they remember as former favorites or new books which they think will appeal to the younger students. The students, who are enthusiastic about giving a command performance to the lower grades, help stimulate the younger children to want to read more books.

Denver Public Schools instituted parent-teacher meetings on the communication skills--reading, writing, speaking, and listening. With so many new approaches to teaching and with the implementation of so many new devices and techniques to improve teaching, Denver rightly wants to inform parents about new teaching methods.

Bernard J. Weiss of the Detroit Public Schools has devised cross-coded tapes and special texts to help teach English contrastively and comparatively with a foreign language. He has used linguistic methods in his approach.

At Middletown, Rhode Island, students move at their own pace through one hundred eleven steps comprising a sequence in English based on the major concepts, understandings, knowledges, and skills that are valid objectives of the secondary school system. The students are placed on step one in seventh grade. Every ten weeks for the next six years classes are completely reorganized, and the pupil is evaluated in terms of what he has accomplished during the ten-week period. For more information on this program, see the article by Thomas G. Devine called "English to Middletown" in the January, 1963, English Journal.

A particularly effective method of improving both oral and written skills has been used by Margaret Mark Jones with ninth graders in Scottsbluff, Nebraska. Students complete research on a topic and then present their results orally as one of her "Teen Topic Talkers" and in written form. The oral presentation has been especially effective because Mrs. Jones assigns each member of the class to a particular job. One member is responsible for a printed program listing the speeches for each session. The chairman is another appointee. The grammarian reports on poor and good usages in the speeches and discussions

which follow. The stall counter reads his report of vocal stalls, such as "and a," "er a," "but a," and other stalls used as crutches. The timer records the length of speeches and discussions. Evaluators assess the merits and defects of each speech. Mrs. Jones seems to have hit upon an effective means of making each student a teacher as well as a student in this teaching practice.

Taking their cue from the Texas Language Arts Program, three San Antonio high schools--MacArthur, Edison, and Central Catholic--have established a "fused" program in which literary reading and analysis lead to student discussion and in turn to writing. The teachers then analyze the problems which students encounter in composing and plan appropriate instruction. Brother Martin McMurtrey, S.M., of Central Catholic and Mrs. J. F. Ross of Edison are particularly well qualified to provide additional information on the program. The schools are using an Intensive Writing Course written by Brother McMurtrey, sections of which are available for interested teachers. Following the reading and discussion of a literary selection, individual and team reports are presented on such matters as stylistic devices, symbolism, irony, and satire. Student themes grow out of class discussion and team reports. Teams of student evaluators are asked to read each theme and check it for usage and mechanical errors as well as for validity of thesis, organization, and good writing techniques. Good points in each theme are singled out with "Rave Notices." Class papers are presented to the students through the use of an opaque projector.

II. PROJECT ENGLISH

A brief survey of some of the projects financed by Project English during its first two years must certainly be included in any compilation of promising practices. Currently the United States Office of Education is supporting ten curriculum centers, four demonstration centers, and forty research projects. Under Project English a number of conferences on the needs of the profession have also been held.

The Curriculum Center at the University of Nebraska has been working ambitiously to develop an articulated program in composition from kindergarten through the twelfth grade. Nebraska has a head start on most of the other centers because of the generosity of the Woods Charitable Fund, which has so far supported three summer institutes to plan and work on the curriculum. The first of these institutes resulted in the publication of A Curriculum for English, which can be obtained from the Nebraska Curriculum Center, Andrews Hall, Lincoln, Nebraska. During this past year nineteen pilot schools in five school systems taught the curriculum developed at the university in grades one, four, seven, and ten. In 1963-1964 grades two, five, eight, and eleven will use curriculum materials. In the next year all grades will be using the curriculum materials preparatory to a major revision in the fourth year. Further information on the Nebraska Curriculum Center can be obtained from either Paul Olson or Frank Rice, Department of English, University of Nebraska. Some units in the Nebraska curriculum are already being used in teacher education courses at Kearney State College, Peru State College, Chadron State Teachers College, and Wayne State Teachers College in Nebraska.

The four-year contract at Carnegie Institute of Technology, under the direction of Erwin R. Steinberg, will involve developing a program for able, college-bound students in grades ten through twelve.

Northwestern's Center will develop a program in English with special emphasis on composition for the junior and senior high schools and the first two years of college, grades seven through fourteen. Jean Hagstrum, Eldridge McSwain, and Stephen Dunning share the responsibility for the Northwestern Center.

The Curriculum Center at Hunter College, under Marjorie Smiley, will work with reading and English language materials for students in grades seven through nine in culturally deprived environments.

Albert R. Kitzhaber at the University of Oregon is directing the writing of a curriculum in language, literature, and written and oral composition for grades seven through twelve.

The University of Minnesota will prepare and evaluate curricular materials for grades seven through twelve under the directorship of Stanley B. Kegler, Harold B. Allen, and Donald K. Smith.

The Wisconsin Department of Public Instruction is working with the teaching of linguistics, logic, and rhetoric in kindergarten through grade twelve. Robert C. Pooley is directing the project.

The state of Florida and Florida State University are cooperating to develop three kinds of sequential curriculum for the junior high school. Dwight L. Burton heads this project.

The University of Georgia is working to develop oral and written skills in the elementary grades, kindergarten through grade six. J. W. Richard Lindemann and Mary Tingle are co-directors.

Teachers College, Columbia University, is preparing a curriculum for the teaching of English as a second language in the elementary grades, with Gerald Dykstra as senior staff member.

Three of the four demonstration centers under Project English are making films. Syracuse University is preparing ten films on the teaching of reading in grades seven through twelve. William Sheldon and Margaret Early are supervising the project. New York University, with Neil Postman, School of Education, in charge, will film ten forty-five minute television programs on linguistics at the junior high school level. The University of California at Berkeley, using the talents of Mark Schorer, is now completing the preparation of four kinescopes on teaching at the tenth grade level. Films on the eleventh and twelfth grades will be made in the future. The fourth center, at Euclid Central Junior High School, Euclid, Ohio, under the direction of George Hillocks, is concerned with literature, language, and composition in grades seven through nine. The center will issue publications, hold conferences, and provide inservice training courses in linguistics.

The forty research projects being supported under Project English are of wide range in their goals. Ross Jewell of the State College of Iowa, for example, is investigating the effectiveness of college-level instruction in freshman composition. Raven I. McDavid, Jr., of the University of Chicago will study the linguistic acculturation of the culturally deprived. James R. Squire and Roger K. Applebee of the University of Illinois are studying English programs in high schools throughout the country which consistently educate outstanding students in English. William McColly at the University of Wisconsin is comparing the effectiveness of writing, drill on usage and mechanics, self-instruction, group discussion, theme correction and criticism, and immediate tutorial feedback upon the learning of composition skills. Evan Keisler and Jon McNeil are preparing two methods of teaching reading with a teaching machine at the University of California at Los Angeles. Finally, by way of example, T. J. Kallsen of Stephen F. Austin State College will investigate the effectiveness of dictating machines used by teachers to make comments for improving the written composition of college students.

The results of these and other research programs should provide a body of valuable information concerning teaching methods and curriculum patterns at all levels.

III. TEACHER EDUCATION

A willingness to experiment with new ideas marks more and more teacher training programs throughout the country. A cooperative arrangement now exists between the University of Wisconsin and the city of Racine, for example, to establish a permanent training center for interns in English. In the summer session before their internship, students will teach under the direction of Elizabeth Williams, language arts consultant for the Racine Public Schools, who works closely with members of the University of Wisconsin faculty. Miss Williams will then supervise and visit the students during their internship in the Racine schools. The significance of the plan is that a school system, working in close cooperation with a state university, is assuming a major role in the preparation of English teachers.

Courses for prospective teachers are becoming more aware of changing trends and better methods of presenting instructional materials. The University of Kentucky has instituted linguistics laboratories in connection with the two linguistics courses offered, one of which will be required of all candidates for teaching certificates in English. During the third hour of each week in the linguistics course, students are divided into groups for laboratory exercises. Elementary certificate candidates meet for two hours with a teacher who has had experience in elementary schools; secondary candidates meet with a high school specialist. A teacher who has special knowledge of the problems of each group helps to make the application of linguistic materials more effective as well as more attractive to the students involved.

Part of the teacher training program at the University of Missouri at Kansas City involves school observation, visits to community agencies and juvenile courts, school board meetings, and teaching among various socioeconomic groups such as adult classes for illiterates and English classes for the foreign born. During the semester in which a student takes his methods course, he observes the work of the teacher who will be his supervisor during the practice teaching semester. The prospective teacher has thus been exposed to a series of experiences which will assist him in teaching better and in understanding more thoroughly the problems faced by teachers both within and outside of the classroom.

In the methods course at Northwestern University a moratorium is declared for a week in the middle of the semester, in order to furnish special counseling to the students. During that week the professors leading the class, Wallace Douglas and Stephen Dunning, meet with each student and discuss that student's plans for preparing teaching materials for his assigned classes in student teaching. These conferences direct the student as he prepares his teaching plans instead of providing evaluation only at the end of the semester.

Wayne State University's English internship program has a distinctly clinical approach which provides the prospective teacher with the opportunity to use internship centers in the Detroit Public Schools and neighboring suburban schools to gain a wide range of experience.

IV. STATE CERTIFICATION REQUIREMENTS

Attention should be called to the changing and modernizing of certification standards in many states. In California large-scale changes in state credential

requirements include calling for academic majors and minors and breadth studies for all teaching credentials as well as a considerable decrease in professional education. The recommendations regarding certification contained in James B. Conant's The Education of American Teachers may well accelerate moves in this direction.

Teachers of English received indirect assistance from the state of Illinois, which will no longer certify high school teachers of any subject who have not had a course in the teaching of developmental reading. Georgia no longer permits teachers to teach outside of their area of specialization. New Mexico requires a fifth year of work before permanent licenses are awarded.

The state of New York has developed college proficiency examinations in both liberal arts and professional subjects to be used by individuals who seek credit for achievements gained outside regular college courses or who wish to meet teacher certification or other professional requirements. Though tests will be developed and scored by the state, credit will be given only by institutions. Satisfactory examination scores will be accepted for certification purposes in lieu of course credits only for persons already possessing the bachelor's degree. No examinations are contemplated to replace the practice teaching requirement, which will have to be met by a course or equivalent teaching experience. The examinations will thus be an alternate route to certification, and the state will continue to stress its preference for preparation in approved programs. Norman Kurland, consultant on the college proficiency examinations of the University of the State of New York, Albany 1, New York, can supply additional information on this program.

V. INSERVICE TEACHER TRAINING

A growing national interest in inservice teacher training has brought teachers at all levels--elementary, secondary, and college--to work more closely together.

The colleges and universities across the country have been active in establishing and staffing inservice training programs. One of the most striking examples of cooperation between a state university and the public school system of the state can be seen in Idaho. In that large but sparsely populated state, the Department of English of the University of Idaho has been sending "traveling English seminars" out into the state for the past two years. The local high school serving as host to a team of at least three university persons invites both secondary and junior high school teachers from the region to attend the seminar. Usually the three members of the Idaho team include the director of freshman English, a specialist in linguistics, and someone whose major interest is literature. A representative from the College of Education joins the team whenever possible. Stressing the principles of composition, the Idaho teams have covered the state during the last two years. Normally the six-hour program centers on composition for about four hours and on literature for about two. One of the most rewarding results of these Idaho seminars has been the tremendous enthusiasm not only of Idaho public school teachers but also teachers from Washington, Oregon, Montana, and Utah who have attended seminars. The department also publishes an English Newsletter going out to approximately 1,000 teachers in the state four times a year. William B. Hunter, Jr., of the University of Idaho can supply additional information about this program of inservice education.

New Mexico, too, has sponsored meetings to discuss common problems between the teachers in the state colleges and universities and teachers of English in the public schools for the past five years. Such meetings appear to be particularly fruitful in large states in which school systems and teachers are widely scattered. As Professor Hunter points out, the meetings should, primarily,

create a sense of excitement and community among teachers throughout the state.

Under the sponsorship of the University of Michigan, teams consisting of an English professor and an English Education professor have been visiting school systems in Michigan for day-long seminars which involve demonstration teaching, theme grading, critiques of themes, and extensive question-and-answer periods. To cover the expenses of the seminars, the school system which acts as host to the university team is asked to reimburse the university a nominal amount, usually one hundred dollars.

Other colleges and universities have encouraged teachers of English to come to the campus for training. The summer of 1963 saw inservice, tuition-free institutes for teachers of English in secondary schools at such places as the state universities in Kansas, Iowa, New Jersey, and Virginia. At the University of Kansas, for example, twenty teachers of English in grades nine through twelve met June 7 until August 2. Successful completion of appropriate work in literature, language, and composition entitled the participants to eight hours of graduate credit in English. Equally important, these teachers had the opportunity to share ideas and experiences with one another.

More ambitious still, the University of Nebraska obtained financial support from the Woods Charitable Fund to finance fellowships for forty Nebraska elementary and secondary teachers for its third Summer Institute. These teachers came to the Lincoln campus from all over the state not only to earn graduate credit but also to make positive contributions to the federally supported Curriculum Center at the university. The teachers revised curriculum units that had been written during the previous summer and began work on new units. Grants for summer institutes provide needed financial assistance for teachers and a genuine incentive to continue with graduate training and to expand one's participation in professional activities.

Jointly at times, some departments of English and education capitalize effectively on the fact that many teachers are in regular attendance at summer sessions. Apart from conventional courses and special institutes, these departments offer to teachers additional opportunities for inservice growth. Each summer, under the direction of Ingrid Strom, Indiana University sponsors a two-day conference on the teaching of English. Other universities, the University of Michigan and the University of Loyola at Chicago, for example, sponsor each summer a special lecture series featuring outstanding scholars in English and English Education. Although these are usually offered as public lectures, the speakers and the sequence of topics are chosen for this special relevance to teachers of English in residence for the summer.

Bell State Teachers College has been conducting two-day conferences twice a year on linguistics for teachers in the conference center at Muncie, Indiana. The University of Texas was one of several institutions establishing a course in the Grammar of Structure and Usage to give teachers some acquaintance with the principles, methods, and results of descriptive linguistics that are relevant to the English language. George Faust of the University of Kentucky designed the program. Certainly some knowledge of this popular area of investigation has become almost essential for the well-informed teacher at any level.

In alternate years the School of Education at the University of California at Berkeley offers through University Extension a special tuition-free institute for cooperative teachers in the area who direct the work of student teachers. At times the institutes are concerned with pedagogy and the teaching of English, at others with the content of English, and at still others with the contribution that other disciplines might make to the teaching of English.

VI. PUBLICATIONS

In the course of this report a number of publications have been mentioned. A few more titles may be added here. If he has not already done so, every member of the profession should study The National Interest and the Teaching of English, a factual report on the status of the profession. This monograph presents information concerning present preparatory programs for elementary and secondary teachers of English. Important recommendations concerning such programs are presented by James B. Conant in The Education of American Teachers and by Alfred H. Grommon and the NCTE Commission on the English Curriculum in The Education of Teachers of English for American Schools and Colleges. Of interest, also, to those with responsibility for preparing secondary teachers are English Education Today, edited by Dwight L. Burton, and John Gerber's report on "The 1962 Summer Institutes of the Commission on English: Their Achievement and Promise," appearing in the September, 1963, issue of PMLA.

Among the more important of recent analyses of the English curriculum is Northrop Frye's Design for Learning, which treats both elementary and secondary education. Schools for the Sixties, the recently published report of the Project on Instruction of the National Education Association, suggests ways in which programs need to be modified in the light of new knowledge and new technology. An Exploration into Team Teaching in English and the Humanities presents a discussion of how one high school developed an experimental program. Mary C. Austin and Coleman Morrison present results of an exhaustive evaluation of reading instruction in American schools in The First R. Albert R. Kitzhaber's Themes, Theories, and Therapy: The Teaching of Writing in College discusses the teaching at Dartmouth College and at other institutions of higher education. End-of-Year Examinations in English, the first major report of the Commission on English of the College Entrance Examination Board, suggests not only the standard of writing which can be achieved in grades nine through twelve, but also the variation to be expected even among college preparatory students.

The past year has been enriched by several personal statements of scholarly and professional interest. In her presidential address to the Modern Humanities Research Association, Helen C. White reflected upon Changing Styles in Literary Studies. Dora V. Smith brought her rich experience in the classroom and library to the pages of Fifty Years of Children's Books. Sylvia Ashton-Warner presented an insightful and moving description of the processes involved in teaching beginning reading in Teacher. G. B. Harrison reflected on his experiences as a college professor in The Profession of English.

Research in the teaching of English has been attracting much attention. Erwin R. Steinberg this year edited an interesting collection of articles on Needed Research in the Teaching of English. Worth consideration by college members are the articles presented in the Proceedings of the Allerton Park Conference on Research in the Teaching of English (a seminar of college and university department heads). An important longitudinal study of children's language development is reported by Walter D. Loban in The Language of Elementary School Children, which appeared as the first monograph in a new series of research reports issued by the National Council of Teachers of English.

So many worthwhile curriculum bulletins were issued by school districts throughout the country that a partial list can only suggest the riches presently available. Here several are selected to suggest current developments:*

*Copies may be obtained by writing directly to the school systems that published the guides, unless otherwise stated.

In Baltimore, Maryland, the city public schools sponsored last year for the first time a special series of seminars in the humanities for sixty teachers. Preferential treatment was given to applications from English teachers who wished to participate. The program consisted of an interlocking series of lectures, individual readings, and group discussions. The eight-session workshop with the theme America and the Humanities was organized and conducted by John Hay Fellows from the Baltimore system. The success of the program has insured the institution of a similar seminar this year.

Some local school systems, like that in Livonia, Michigan, have underwritten the cost of local clinics in reading for teachers at both the junior and senior high school levels. In general, teachers in southeastern Michigan have gained financial aid, or time, and special scheduling to enable larger groups to attend conferences, workshops, and seminars.

Periodicals published by school systems and state, regional, and national organizations are, of course, an important means of inservice teacher training. The research reports of the Los Angeles City School District deserve mention here for their stimulating investigation of such topics as library skill for high school students, the use of teaching machines, and the reading interests of selected age groups. Copies of these reports are available from 450 North Grand Avenue, Los Angeles 12, California. A new periodical is the CCTE Report, a news bulletin for English teachers in the Central California area. Listing regional symposiums for teachers of English, the periodical also suggests new ideas in the use of team teaching, lay readers, and other interesting teaching techniques. The outstanding contributions of individual teachers in the area are also outlined. The committee could not hope to list more than a few of the valuable publications for teachers in service, but attention should be called to such typical publications as the Chicago Schools Journal and the Curriculum Bulletins published by the Board of Education of the City of New York. These may be purchased from the Chicago Teachers College, 6800 South Stewart Avenue, Chicago 21, Illinois, and the Publications Sales Office, New York City Board of Education, 110 Livingston Street, Brooklyn 1, New York, respectively.

A striking attempt to promote inservice education is being made by the Sisters of Notre Dame. A workshop for sisters within the Cleveland and Youngstown, Ohio, areas met in June to assign readings in linguistics and structural grammar before the sisters began attending summer school. In late August a second workshop outlined reading for the coming school year, centering in structural grammar. The sisters look forward to another workshop at Notre Dame College, Cleveland, in 1964. Sister Mary Luke, S.N.D., can supply more information about this program.

In Newton, Massachusetts, for the past four summers twelve teachers of English have met for discussions and workshop sessions on the articulation of the course of study in grades seven through twelve. Six teachers represent the five junior high schools; six represent the two senior high schools. Last year through discussion meetings at each of the junior high schools, moreover, the English staff of each junior high exchanged ideas and experiences on the teaching of fiction with teachers from the two high schools.

Not so much a promising practice as an inducement to good teaching and perhaps a curriculum emphasis on quality instruction is the announcement by the Fox Lane High School in Bedford, New York, of the establishment of an academic chair for distinguished scholars. The one recipient of a chair so far is a science teacher, but the English faculty looks forward to having eventually a powerful teacher-writer-critic-poet in residence, a man who will bring creative energy to both the school and the community.

PUBLICATIONS DISCUSSED ABOVE

Ashton-Warner, Sylvia. Teacher. New York: Simon and Schuster, 1963.

Austin, Mary C., and Coleman Morrison. The First R--The Harvard Report on Reading in Elementary Schools. New York: Macmillan, 1963.

Burton, Dwight L. (ed.). English Education Today. Champaign, Illinois: National Council of Teachers of English, 1963.

Commission on English. End-of-Year Examinations in English for College-Bound Students Grades 9-12. Boston: The Commission on English, College Entrance Examination Board, 1963.

Committee on National Interest. The National Interest and the Teaching of English. Champaign, Illinois: National Council of Teachers of English, 1961.

Conant, James B. The Education of American Teachers. New York: McGraw-Hill Book Company, 1963.

Frye, Northrop. Design for Learning. Toronto: University of Toronto Press, 1962.

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Grommon, Alfred H. (ed.). The Education of Teachers of English for American Schools and Colleges. Volume V in NCTE Curriculum Series. New York: Appleton-Century-Crofts, 1963.

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Project on Instruction of the National Education Association. Schools for the Sixties. New York: McGraw-Hill Book Company, 1963.

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Smith, Dora V. Fifty Years of Children's Books. Champaign, Illinois: National Council of Teachers of English, 1963.

Stafford, James L. An Exploration into Team Teaching in English and the Humanities. Champaign, Illinois: National Council of Teachers of English, 1963.

Steinberg, Erwin R. (ed.). Needed Research in the Teaching of English. Cooperative Research Monograph No. 11; OE-30010. Washington: United States Office of Education, 1963.

White, Helen C. Changing Styles in Literary Studies. New York: Cambridge University Press, 1963.

1. An Articulated English Program for Schools in the Terre Haute Area presents succinctly and concretely a workable program in literature, writing, and language for a twelve-year program.

2. Levels in English, compiled by the St. Louis Public Schools, is a comprehensive and definitive curriculum guide designed to insure sequential and cumulative teaching in grades k-12.

3. A Guide to the Language Arts from the Westmont Public Schools, Board of Education, School District No. 57, Westmont, Illinois, is a successful attempt to represent the content, scope, and sequence of the language arts program for grades k-3, both horizontally and vertically.

4. Elementary English, a course of study offered by the Rochester Public Schools of Minnesota, presents a thorough, logically organized, and well-documented guide for grades k-6.

5. The English Language is a study guide compiled by the Omaha Public Schools which is intended to present "a definitive program for academic English" for grades 7-12. It succeeds in combining sound philosophic principles with specific techniques and procedures.

6. Language Arts for Secondary Schools of the Dallas Independent School District offers an outstanding program of learning activities, including an excellent beginning pattern of structural linguistics through the grades.

7. Resource Units in Language Arts for Senior High Schools, published by the Board of Education of the City of New York, provides a suggested sequence in grammar and usage for grades 10-12. Copies can be obtained from the Publications Sales Office, 110 Livingston Street, Brooklyn 1, New York.

8. English Curriculum Guide for Tamalpais Union High School District, Larkspur, California, described by reviewers as an exciting guide, is designed for teachers of regular and accelerated classes in composition and literature in grades 9-12.

9. Two outstanding curriculum bulletins for reading in the secondary school are Reading Handbook, available from the Office of Curriculum, Louisville Public Schools, Louisville 8, Kentucky, and The Reading and Study Skills Program in the Secondary Schools of Prince George's County, available from Prince George's County Public Schools, The Board of Education, Upper Marlboro, Maryland.

10. Teaching the Language Arts: Written Communication (for grades k-6) is a realistic and competent approach to the teaching of written communication in the elementary grades, with stress on the "creative" elements in children's writing. Copies are available from Dr. Norman R. Babcock, 5300 W. 86th Street, Prairie Village, Kansas, for 50¢.

11. Experience Resources for Improving Writing, an excellent handbook published by the Akron Public Schools, succeeds in presenting in orderly detail the steps and illustrations which may well lead to improvement in written composition in grades 7-12. Helpful for both experienced and inexperienced teachers.

12. A Study of Literature in the Sixth Grade in Six Schools and The Study of Literature in Grade Six, Houston Public Schools, Texas, provide special assistance for elementary teachers.

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